DOCUMENT RESUME

ED 162 351 CS 204 546

TITLE Literature, Literary Values, and the Teaching of Literature: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," May through July 1978 (Vol. 38 No. 11 through Vol. 39 No. 1).

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE 78

NOTE 14p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.

DESCRIPTORS Adolescent Literature; *Adolescents; Affective Behavior; Annotated Bibliographies; Course Objectives; Creativity; *Doctoral Theses; *Educational Research; English Instruction; Higher Education; Literary Conventions; *Literature Appreciation; Metaphors; Oral Reading; Secondary Education; Sex Role; *Sexuality; Story Telling; *Values; Vocabulary Skills

IDENTIFIERS *Kohlberg (Lawrence)

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 15 titles deal with a variety of topics, including the following: human sexual information, behaviors, and attitudes in fiction for young people; affective responses of adolescents to a poem; objectives for the junior high literature curriculum; implementation of a Kohlbergian value development curriculum; the relationship between oral readings in sex-role oriented children's literature and the personal and social adjustment of the self-concept of children; responses to literature in translation; the relationship between conscious and unconscious response in reading; the effects of teaching literary devices on improving comprehension and vocabulary; perceptions of literary characters; responses to short stories by black and white authors; interpretations of metaphor; speculative fiction; Kohlberg level of moral reasoning in Newberry Award winning fiction; tradition and creativity in the storytelling of preadolescent girls; and narrative factors in the reading interests of male and female adolescents. (TJ)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED162351

Literature, Literary Values, and the Teaching of Literature:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, May through July 1978 (Vol. 38 No.11 through Vol. 39 No. 1)

Compiled by the staff of the

ERIC Clearinghouse on Reading and Communication Skills

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

University Microfilms International

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

CS204546

The dissertation titles contained here are published
with permission of the University Microfilms International,
publishers of Dissertation Abstracts International
(copyright © 1978 by University Microfilms International),
and may not be reproduced without their prior permission.

This bibliography has been compiled as part of a continuing series designed to make information on relevant dissertations available to users of the ERIC system. Monthly issues of Dissertation Abstracts International are reviewed in order to compile abstracts of dissertations on related topics, which thus become accessible in searches of the ERIC data base. Ordering information for the dissertations themselves is included at the end of the bibliography.

Abstracts of the following dissertations are included in this collection:

Bone, Sandra Faye
HUMAN SEXUAL INFORMATION, BEHAVIORS, AND ATTITUDES AS REVEALED IN AMERICAN REALISTIC FICTION FOR YOUNG PEOPLE, 1965-1974

Casey, John Patrick
THE AFFECTIVE RESPONSES OF ADOLESCENTS TO A POEM READ IN THREE DIFFERENT CLASSROOM SITUATIONS OF READING: TEACHER-DIRECTED CLASS DISCUSSION, SELF-DIRECTED SMALL GROUP DISCUSSION, AND PRIVATE READING

Dyer, Daniel Osborn
OBJECTIVES FOR THE LITERATURE CURRICULUM IN THE JUNIOR HIGH AND MIDDLE SCHOOL: A CRITICAL APPRAISAL OF THE WRITINGS OF JUNIOR HIGH AND MIDDLE SCHOOL CURRICULUM THEORISTS, 1917-1977

Gallagher, William James
IMPLEMENTATION OF A KOHLBERGIAN VALUE DEVELOPMENT CURRICULUM IN HIGH SCHOOL LITERATURE

Gross, Linda Bevelheimer
A STUDY OF THE RELATIONSHIP BETWEEN SELECTED ORAL READINGS IN SEX-ROLE ORIENTED CHILDREN'S LITERATURE AND THE PERSONAL AND SOCIAL ADJUSTMENT OF THE SELF-CONCEPT OF CHILDREN IN GRADES ONE AND THREE

Harten, Ruth
READERS' RESPONSES TO LITERATURE IN TRANSLATION: EFFECTS OF CULTURAL BACKGROUND ON AMERICAN READERS OF CONTEMPORARY HEBREW LITERATURE

Harvey, Robert Charles
ONE READER READING: AN EXPLORATION OF THE RELATIONSHIP BETWEEN CONSCIOUS AND UNCONSCIOUS RESPONSE IN READING FIVE PROSE FICTIONS

Hodges, Vivian Pauline
THE EFFECTS OF TEACHING LITERARY DEVICES WITH THE ADOLESCENT NOVEL ON IMPROVING COMPREHENSION AND VOCABULARY SKILLS OF SECONDARY REMEDIAL READERS

Johnson, Audrey Hewitt
COMMUNITY COLLEGE STUDENTS' PERCEPTIONS OF LITERARY CHARACTERS AFTER USING A TAXONOMY OF COMPREHENSION SKILLS

Lotchin, Phyllis Jo Morris
RESPONSES OF FIFTY-NINE BLACK COLLEGE FRESHMEN TO SHORT STORIES BY BOTH BLACK AND WHITE AUTHORS

Mukherjee, Gaitri Hena
THREE MODERN INTERPRETATIONS OF METAPHOR WITH IMPLICATIONS FOR THE TEACHING OF LITERATURE IN SECONDARY SCHOOLS

Pattow, Donald Jon
A CRITICAL CHRONOLOGY OF SPECULATIVE FICTION FOR YOUNG PEOPLE

Rihn, Bernard Anthony
KOHLBERG LEVEL OF MORAL REASONING OF PROTAGONISTS IN NEWBERY AWARD WINNING FICTION

Tucker, Elizabeth Godfrey
TRADITION AND CREATIVITY IN THE STORYTELLING OF PRE-ADOLESCENT GIRLS

Yoder, Janice Miller
THE RELATIVE IMPORTANCE OF FOUR NARRATIVE FACTORS IN THE READING INTERESTS OF MALE AND FEMALE ADOLESCENTS IN GRADES TEN THROUGH TWELVE

HUMAN SEXUAL INFORMATION, BEHAVIORS, AND ATTITUDES AS REVEALED IN AMERICAN REALISTIC FICTION FOR YOUNG PEOPLE, 1965–1974 Order No. 7810028

BONE, Sandra Faye, Ph.D. Michigan State University, 1977. 435pp.

The purpose of this study was to determine the portrayal of human sexual information, behaviors, and attitudes in realistic fiction, 1965–1974 publications, set in contemporary America, and intended for readers aged ten through sixteen.

The major questions which this study sought to answer were: What is revealed, explicitly or implicitly, to be the nature of (1) information, (2) behaviors, and (3) attitudes regarding human sexuality?

A review of the literature revealed that forty-one graduate studies using content analysis and assessment had been conducted in the United States prior to 1976 in the field of children's literature. None dealt specifically with human sexuality.

A random sample of 100 trade books, ten per year 1965–1974, was drawn from four selected professional book lists.

Content assessment was the method used to determine answers to the three questions stated above.

Prior to data collection, two raters were used to determine the reliability of the research method.

Each book was read twice. All passages pertinent to any of the three categories were recorded; classified into sub-categories; and conclusions were then drawn.

Sex information content was evidenced in twenty-eight books on sixteen topics, in order of frequency: childbirth; sexual intercourse; pregnancy; care of infants and new mothers; adoption; puberty; birth control; genetics; human anatomy; sexual diseases; agencies for unwed mothers; abortion; aphrodisiacs; frigidity; sterility; and, homosexuality. Most information was presented accurately. Misinformation was almost always doubted, rejected, or clarified. Friends and parents were the most frequent informational sources though mass media, professional people, and institutions also appeared; sources seemed equally reliable.

Among the numerous discernible trends relating to sex information, striking increases were observed in: number of books revealing information: variety of subject matter; detailed and graphic presentations; incidence of younger children apprised of information; and, use of informational sources.

Sexual behaviors of seven types were evidenced in eighty-four books, in order of frequency: flirting; affectionate gestures; use of obscenities; sexual activity; procreation; fantasies; and human anatomy/body exposure. Behaviors were shown through characters of a wide age range, all marital states, varying sexual preferences, and were generally commensurate with developmental levels. Males were implied to be more aggressive, more demanding, and more sexually active than females. Most behaviors were demonstrations of sincere interest/affection or efforts to achieve pleasure.

Discernible trends indicated increasingly open and diverse sexual behaviors on a more routine basis in premarital, marital, and extramarital situations. Through the period, behaviors were more graphically portrayed and indicated less regard for traditional "double standards."

Eighty-five books revealed human sexual attitudes on twelve topics, in order of frequency: appearance; romance; flirting; affectionate gestures; sexual activity; marriage; adult supervision; obscenities; human anatomy/body exposure; procreation; fantasies; and body functions. Attitudes were revealed through characters of a wide age range, all marital states, varying sexual preferences, and were generally commensurate with developmental levels. Positive attitudes occurred most frequently. Generally, older characters, females, and married characters were less permissive than younger, male, and unmarried characters. Most characters revealed higher personal standards than they expected of society. Religious attitudes were notably absent.

Permissiveness increased regarding most aspects of human sexuality. Numerous other trends were also observed, including increases in the incidence and divergence of attitudes regarding: romance; marriage; and premarital/extramarital behaviors. Changes in the appropriateness of appearance and attire clearly reflected fashion trends through the period sampled. Increasingly, attitudes represent various ethnic, racial, age, cultural, financial, and educational strata.

THE AFFECTIVE RESPONSES OF ADOLESCENTS TO A POEM READ IN THREE DIFFERENT CLASSROOM SITUATIONS OF READING: TEACHER-DIRECTED CLASS DISCUSSION, SELF-DIRECTED SMALL GROUP DISCUSSION, AND PRIVATE READING Order No. 7804586

CASEY, John Patrick, Ed.D. Rutgers University The State University of New Jersey (New Brunswick), 1977. 268pp. Chairperson: Robert P. Parker

The investigator analyzed the affective responses of 159 10th grade academic students to a poem read in three different situations of reading: Teacher-Directed Class Discussion, Self-Directed Small Group Discussion, and Private Reading. The subjects were instructed by three members of the sophomore English team at Bridgewater-Raritan High School West, a four-year suburban school in central New Jersey with a population of 1,582 students. The subjects represented the middle 70% of the sophomore class, students of unusually high or low ability or achievement being assigned to special classes.

The investigator addressed himself to the problem of learning more about the number, kind, and pattern of the affective responses of adolescents to a poem, "Out, Out-" by Robert Frost, read in three different situations of reading. The investigator assumed that knowledge of affective response has a direct relation to the affective engagement which subjective critics such as Rosenblatt, Harding, Purves, and Holland believe to be a necessary condition of response to literature.

In Teacher-Directed Class Discussion each teacher read the poem to one of three classes of approximately 20 students, directed the class in a discussion of the poem, and, following the discussion, asked the class to make a written response to the question, "Did the poem, 'Out, Out-' affect you in any way?" In Self-Directed Small Group Discussion approximately 50 students were heterogeneously assigned to 10 groups of 5 students. After listening to the poem read by the teacher, the groups were asked to discuss the poem informally among themselves. Aside from answering questions of procedure, the teacher was in no way involved with the students' discussions. Like the subjects in class discussion, the small group subjects were asked to write a response to the question cited above. The students assigned to Private Reading followed the same procedures as noted above, except that no discussion took place, the subjects being directed to consider the poem privately before making their written response. Approximately 25 minutes were allowed for discussion or consideration of the poem and 10 minutes for the written response.

The investigator sought to maintain the integrity of the classroom in all three situations of reading. Thus, no unusual research methods, testing, or modifications of teacher behavior were brought to bear on the study. The subjects' responses, therefore, were produced under circumstances similar to those which normally occurred in the classes of the English team.

The written responses, or protocols, were subjected to content analysis and language analysis. In content analysis the protocols were analyzed in order to determine the number, kind, and pattern of response of the subjects in seven categories of affective response; empathy, identification, association,

moral reaction, appreciation, evaluation, and generalization. The categories were derived largely from the studies of Squire (The Responses of Adolescents While Reading Four Short Novels, Champaign, Illinois, NCTE, 1964), and Purves and Rippere (Elements of Writing about a Literary Work: A Study of Response to Literature, Urbana, Illinois, NCTE, 1968). In his analysis of the language of the protocols, the investigator sought to identify patterns of words and phrases that were peculiar to a given situation of reading.

The investigator found that several conclusions could be drawn from the analysis of the data: 1. The response instrument ("Did the poem 'Out, Out-' affect you in any way?") was effective in evoking a varied and extensive number of affective responses. 2. That patterns of response were similar, regardless of the situation of reading. 3. The language of class discussion frequently influenced the language of response, and consequently, the response itself. 4. Divergent responses were more likely to occur in Self-Directed Small Group Discussion and Private Reading than in Teacher-Directed Class Discussion.

The investigator also found that while content analysis is an effective way to describe affective responses, analysis of the language of response adds a significant dimension to studies of response to literature. Thus, despite similarities in number, the kind, and pattern of response as revealed through content analysis, the written responses produced by subjects following Teacher A's discussion contained a pattern of words and phrases quite different from that produced by the subjects of Teacher A or C. The investigator concluded that class discussion tended to produce a collective or consensual affective response, while the affective responses produced in small groups or private reading tended to be more individualistic.

OBJECTIVES FOR THE LITERATURE CURRICULUM IN THE JUNIOR HIGH AND MIDDLE SCHOOL: A CRITICAL APPRAISAL OF THE WRITINGS OF JUNIOR HIGH AND MIDDLE SCHOOL CURRICULUM THEORISTS, 1917-1977
Order No. 7808654

DYER, Daniel Osborn, Ph.D. Kent State University, 1977. 410pp. Director: Gordon F. Vars

Since 1917 a large number of works dealing with the junior high or middle school have been published. (The two schools are jointly referred to as "intermediate schools.") The authors of these volumes attempted in their own ways to define the functions of intermediate schooling as well as make more or less specific recommendations for the curriculum. However, although approximately fifty such works have appeared in the last sixty years, there exists no collective criticism of them; no one has attempted to describe or determine the worth of their contents; and no one has examined the nature of their recommendations for the curriculum or its components. Associated with this absence of criticism is what some have called a "general lack of interest" about the intermediate school English curriculum. A mere handful of volumes and articles on the subject has been published in the last sixty years.

Accordingly, the intents of this research were to (1) describe the contents of forty-six volumes on the subject of the intermediate school published since 1917, (2) describe the climate of educational opinion that existed at the time the volumes appeared, (3) describe the nature of the authors' recommendations for the use of literature in the curriculum, (4) analyze and appraise those recommendations, and (5) recommend appropriate courses of action for curriculum theorists and English educators at the intermediate school level.

The research method employed in the study involved, first of all, the development of a system of classifying objectives for the literature curriculum. Though derived from and inspired by the work of Alan C. Purves, the classification system was designed especially for this study. The system sought to reflect the two essential orientations that educators have displayed toward literature--i.e., "Literary" or "Extra-Literary" orientations. Within the former domain were objectives grouped under "Knowledge," "Behavior," and "Attitude" headings; within the "Extra-Literary" category were objectives placed under "Personal Development," "Pedagogy," and "Didacticism" headings. The second step in the study was the production of tables showing the frequencies-of-mention for each literature objective. Third was a description and analysis of the patterns and anomalies in the literature objectives suggested by intermediate school theorists. Next, attempts were made to infer which curriculum determinants (i.e., knowledge, the learner, or the society) were used by the theorists to justify the literature objectives they recommended. The final step was a description and analysis of the emphases placed on the three curriculum determinants by intermediate school theorists.

Among the essential findings were the following: (1) Since 1917 there has been a near balance between the percentages of "Literary" and "Extra-Literary" objectives recommended in intermediate school volumes; (2) The use of modern and Adolescent literature has rarely been recommended; (3) Fewer than 5 percent of the objectives appear in the "literary theory" category; (4) Fewer than 5 percent of the volumes recommend the study of mythology, folklore, or other "sources of literature"; (5) Only 13 percent of the volumes recommend the development of skills of literary analysis; (6) The "Personal Development" category (which is in the "Extra-Literary" domain) contains more than one-fifth of all objectives; (7) More than half the volumes recommend the encouragement of reading as a leisure activity; (8) The "Pedagogy" objectives most frequently mentioned are those associating literature with written composition (32.6 percent) or with the development of general reading skills (39.1 percent); (9) Despite nearly universal pleas for balance among the three curriculum determinants (knowledge, the learner, society), 41.8 percent of all literature objectives were derived from what the writers judged to be the "needs of the learner"; and (10) The seventeen volumes written since 1966 on the "middle school" contain a total of only fifty-four objectives for literature--an average of about three objectives per volume.

IMPLEMENTATION OF A KOHLBERGIAN VALUE DEVELOPMENT CURRICULUM IN HIGH SCHOOL LITERATURE
Order No. 7808995

GALLAGHER, William James, Ph.D. Fordham University, 1978. 239pp. Mentor: Clement London

The purpose of the present study was to investigate the effectiveness of guided peer discussion of literary conflicts at higher stages of Kohlberg's hierarchy of moral development in causing upward movement in subjects at lower stages in the hierarchy.

The subjects in the study were volunteers from the population of one public vocational high school for girls in the New York City. The majority of the subjects were from inner-city minority groups of low socio-economic background. The subjects were in the eleventh and twelfth year of school and ranged in age from 15 years, 5 months to 18 years, 2 months. Their reading ability extended from 8.0 to 12+.

The materials included the Handbook for the Implementation of a Kohlbergian Value Development Curriculum in High School Literature designed by the investigator; a collection of plays, short stories, poetry, a novel, and newspaper articles; lesson plans composed by the investigator, and the Defining Issues Test.

The Defining Issues Test devised by James R. Rest, Ph.D., University of Minnesota, was used to determine the stage levels of the subjects. This objective test of value judgment development was used as a pretest and posttest measurement of subjects according to Kohlbergian levels.

The study consisted of two forty minute periods a week for ten weeks. The staff consisted of five teachers under the direction of the investigator, who intensively trained the teachers in this program. After the stage levels of the subjects had been

determined by the Defining Issues Test, the experimental discussion groups were then made up of twelve students at different value stage levels so as to stimulate social interaction. Teachers rotated from one group to another, so as to remain equally with each group over the duration of the study. The experimental discussion groups that received the treatment totalled 60 subjects, while the control group was made up of 30 subjects.

The evidence of the Defining Issues Test showed that the treatment brought about more gains in value stage levels of the experimental group as compared with the control group. In the experimental group, 45 subjects made advances in their stage levels. In the control group, 5 subjects made advances in their stage levels.

The value stage level gains of the experimental group were subject to statistical significance by the chi-square statistic. Chi-square tests showed that the treatment intervention produced significant results. In analysis of differences in gains in stage levels between the experimental and control groups, the chi-square value was 26.95 for the posttest, significant at the .01 level. In analysis of differences in gains in stage levels between experimental and control subjects with pretest scores at Stage 2, the chi-square value was 4.10 for the posttest, significant at the .05 level. In analysis of differences in gains in stage levels between experimental and control subjects with pretest scores at Stage 3, the chi-square value was 7.0 for the posttest, significant at the .01 level. In analysis of differences in gains in stage levels between experimental and control subjects with pretest scores at Stage 4, the chi-square value was 18.43 for the posttest, significant at the .01 level. Further analyses by the chi-square statistic showed that age, reading grade and school year were not significant sources of variance for the posttest gains due to treatment.

The results indicate that guided peer discussion of literary conflicts at higher stages of Kohlberg's hierarchy of moral development can cause upward movement in subjects at lower stages in the hierarchy.

A STUDY OF THE RELATIONSHIP BETWEEN SELECTED ORAL READINGS IN SEX-ROLE ORIENTED CHILDREN'S LITERATURE AND THE PERSONAL AND SOCIAL ADJUSTMENT OF THE SELF-CONCEPT OF CHILDREN IN GRADES ONE AND THREE Order No. 7804594

GROSS, Linda Bevelheimer, Ed.D. Rutgers University The State University of New Jersey (New Brunswick), 1977. 164pp. Chairperson: Maurie Hillson

The purpose of this research was twofold. The first objective was to assess the relationship between different programs of sex-role oriented children's picture books and the personal and social adjustment of the self-concept of first and third grade children. The second objective was to examine the relationship between parental employment and self-concept and sibling gender and self-concept.

The subjects were 56 first grade and 59 third grade children in three separate classes in each grade in a rural school system.

Three booklists were created for use in this study consisting of a combination of female oriented and male-oriented picture books (treatment A), female-oriented picture books (treatment B), and male-oriented picture books (treatment C). Two first grade teachers chose a blank-backed card identifying a booklist. The third card was given to the remaining first grade teacher. The process was repeated with the third grade teachers. Books from the list selected were read by the teacher to his class at a rate of one per day for three weeks.

The California Test of Personality, Primary Level, Form AA, was used as a pretest and Form BB as a posttest. Simple correlations, paired and unpaired t-tests, and analysis of variance were calculated.

The primary results of the study were that the male-oriented literature appeared to reinforce personal perceptions of the children while showing evidence of disturbing social perceptions. The female-oriented literature was found to be a probable disturbing influence in the area of both personal and social adjustment although the results were not statistically significant in all tests. The most positive program for improving total self-concept should contain both female-oriented and male-oriented literature for most children.

The sex of the child was not discovered to be related. The grade of the student, however, was found to be very important. The perceptions of the first grade child were more susceptible to the influence of the literature than those of the third grade child, particularly in the area of social adjustment.

Although there were insufficient statistically significant changes within the pretest and posttest scores to accept the hypothesis, the scores of the children of the working father only in every comparison were found to indicate better adjustment than the scores of the children of parents who were both employed.

Sibling patterns were found to be related to the children's development of self-concept. The most positive responses in the Only Child category came in the treatment presenting male-oriented literature. On the basis of total self-concept score, least positive was the combination of female oriented and male-oriented literature. This pattern was repeated for the subjects with Equal Number of Brothers and Sisters.

The most positive responses from the subjects with Predominantly Brothers were found in the treatment presenting the combination of female and male-oriented literature. The least positive was the treatment in which male-oriented literature was presented. The total self-concept scores in this sibling pattern indicated greater negative influence in all treatments when compared with other patterns.

The subjects with Predominantly Sisters on the whole had the highest positive responses to the treatments when compared to other patterns. The most positive responses from the subjects were found in the treatment presenting the male-oriented literature. The least positive total self-concept was found in treatment B in which the female-oriented literature was presented.

Selected sex-role oriented children's literature was found to be related to the personal and social adjustment of the self-concept as evidenced by statistical analyses.

READERS' RESPONSES TO LITERATURE IN TRANSLATION: EFFECTS OF CULTURAL BACKGROUND ON AMERICAN READERS OF CONTEMPORARY HEBREW LITERATURE Order No. 7808470

HARTEN, Ruth, Ph.D. New York University, 1978. 291pp. Chairperson: Joy Boyum

The purpose of this study was to determine the significance of knowledge of culture on the responses of groups of readers with varying degrees of familiarity with Hebrew culture to two contemporary Hebrew short stories read in Hebrew by native speakers of Hebrew and in English translation by two different groups of native speakers of English, one familiar and the other unfamiliar with Hebrew culture. It was felt that an investigation into this aspect of the relationship between reader and work might assist teachers by suggesting characteristic trends in response on the basis of which appropriate stories can be chosen, and effective teaching techniques can be designed.

A research design was developed applying three different approaches to analyzing readers' responses: Alan C. Purves'

categories of response: engagement-involvement; perception; interpretation, and evaluation. I. A. Richards' four aspects of meaning: sense; feeling; tone, and intention. David Bleich's theory of literary importance.

The readers were 33 New York University undergraduates majoring in literature. They were divided into three equal groups according to their familiarity with culture and/or language: Israelis, American Jews, and American non-Jews. Each subject met with the researcher for one session consisting of two parts: open-ended interview in which the reader was asked to express his thought about the stories as well as define its meaning; written assignment in which the reader was asked to paraphrase selected passages and choose their focal points.

An analysis of the responses yielded the following general findings: (1) The nature of the particular story, regardless of the cultural background of its readers, is the crucial factor in determining the pattern of response. It seems that the make-up of the specific text calls attention to certain unique features, consequently triggering a generally accepted trend of reactions. (2) The identity of the readers in terms of their cultural affiliation is the complementary factor which influences readers' responses. The results show that the more a reader knows about as well as has experience with the story's culture, the more he is concerned with this reality rather than with its fictional rendition. (3) The availability of ready-made mental constructs based on one's familiarity with the relevant culture tends to facilitate the story's accessibility while imposing delimitations on the scope of interpretations. At the same time, the reader's cultural detachment accompanies growing difficulties with the text, yet allows for a greater variety and subjectivity in relating to the work. Consequently, when considering the responses in terms of group-characteristics the results show that the greater the indebtedness to a certain cultural background depicted in the story, the greater is the degree of uniformity in interpretation. (4) The knowledge of the original language of the text, compared to the need to read in translation, seems to have little influence on readers' responses, provided the quality of the translation is satisfactory.

ONE READER READING: AN EXPLORATION OF THE RELATIONSHIP BETWEEN CONSCIOUS AND UNCONSCIOUS RESPONSE IN READING FIVE PROSE FICTIONS
Order No. 7811248

HARVEY, Robert Charles, Ph.D. University of Illinois at Urbana-Champaign, 1978. 271pp.

Five prose fictions are individually subjected to two methods of analysis: the traditional thematic analysis of "new criticism," and psychoanalysis (using the model and method developed by Norman Holland in The Dynamics of Literary Response). Thematic analysis treats each text as "manifest content" and describes conscious response to literature, resulting in identification of a work's theme. Psychoanalysis explores the "latent thoughts" that are disguised by a work's manifest content and identifies the sources of unconscious response and the nuclear fantasy at the core of a work's unconscious drama. The two methods are shown to be complementary: employed in concert, they explore the nature of literary response to a depth that neither is capable of alone. The sense of satisfaction experienced at reading works of such high critical standing as Tobias Smollett's Humphry Clinker and Bernard Shaw's Man and Superman is shown to derive in part from a compatibility of conscious and unconscious responses, the two responses reinforcing and supporting each other. In such reputedly "bad" works as Smollett's Peregrine Pickle, Shaw's Cashel Byron's Profession, and Mrs. Henry Wood's East Lynne, unconscious response contradicts conscious response, blunting or confusing thematic impact and producing frustration and dissatisfaction. Thematic flaws in such works are shown to be consistently traceable to at least one failure--the failure to coordinate fully and compatibly the expectations of a work's manifest content with all the principal desires of its unconscious fantasy.

THE EFFECTS OF TEACHING LITERARY DEVICES WITH THE ADOLESCENT NOVEL ON IMPROVING COMPREHENSION AND VOCABULARY SKILLS OF SECONDARY REMEDIAL READERS
Order No. 7808903

HODGES, Vivian Pauline, Ph.D. University of Colorado at Boulder, 1977. 121pp. Director: Assistant Professor Phil DiStefano

The purpose of this study was to examine the effects of two methods of teaching literary devices by means of the adolescent novel on comprehension and vocabulary skills of high school students who were reading at the 4.0 to 6.5 grade levels. Also considered were the factors of sex of the students and their attitudes toward reading.

Teaching procedures in the experimental or structured group included reading three paperback books and studying the literary devices used in each. Theme, plot, characterization and point of view were formally taught. The control group read the same three books. Literary devices were not taught in a formal manner although students were expected to answer questions about characterization, theme, plot, and point of view on book comprehension tests. In the experimental group five words were selected by the teacher each week for vocabulary study. In the control group each student selected his own words from the book he was reading. Time to read in class was provided for both groups.

The sample consisted of 58 tenth graders from one high school near Denver. They had been scheduled for remedial reading classes based on SRA Achievement Test scores, reading section, administered in May 1976. Names of students were computer scheduled into four periods at random. One teacher was used for both treatment levels.

The study used a balanced factorial design. The main effects were two levels of treatment and sex of the students. Dependent variables were the Stanford Diagnostic Reading Test, comprehension section; Criterion Reference Test; Book Comprehension Test; and vocabulary test scores on the Stanford Diagnostic Reading Test. An attitude scale was used to measure the degree of positive attitudes toward reading in each group.

Results showed a significant gain on both comprehension and vocabulary sections of the Stanford Test by the control group who had had the unstructured approach with little formal instruction in the use of literary devices and who had selected words individually for the vocabulary lists. The factors of sex or method were not found to be significant on the attitude total scale. However, in analyzing the parts of the attitude scale separately, one finds the students in the experimental or structured group had a more positive attitude toward reading in the classroom and toward the structured method with formal instruction.

COMMUNITY COLLEGE STUDENTS' PERCEPTIONS OF LITERARY CHARACTERS AFTER USING A TAXONOMY OF COMPREHENSION SKILLS

Order No. 7810961

JOHNSON, Audrey Hewitt, Ed.D. The University of Florida, 1977. 80pp. Chairperson: Ruthellen Crews

The purpose of this study was to examine the relationships of a reader's self concept and personality traits to the semantic factors describing the personality behavior of a protagonist and an antagonist in a reading selection, to examine the relationship of his/her self concept and personality traits to his reading level score, and to determine if structured activities in reading comprehension will affect the reader's perception of a protagonist and an antagonist in a reading selection.

The subjects consisted of 75 students enrolled in four freshman English classes at Santa Fe Community College. Two classes of 33 students chosen as an experimental group by flipping a coin read selected stories and interacted with each other and the teachers through the comprehension levels of literal, reference, evaluation and appreciation of the Barrett Taxonomy of Cognitive and Affective Dimensions (TCAD). The control group read the same stories but the subjects afterwards responded to a variety of questions in an unstructured free discussion format.

The tests used for pre-assessment were the SRA Reading Record (SRARR), the Personal Orientation Inventory (POI), and the Osgood Semantic Differential Scales (SDS). The SRARR is a test which measures rate of reading, reading comprehension, paragraph meaning, sentence meaning, and general vocabulary. The POI is an instrument for assessing values, attitudes, and behavior relevant to Maslow's concept of the self-actualizing person. The SDS is an instrument involving the use of polarized adjectives to describe a selected concept. In this study the concept dealt with the personality traits of the protagonist and antagonist in selected short stories.

Scores on the SRARR and the POI were used to define four non-equivalent groups. After the subjects had read the pre-assessment story, the SDS was administered. The pretest Evaluation, Activity and Potency scores were tested for independence across groups and were used as covariates in later analysis of posttest data to assess treatment effects.

Four stories were used as treatment stories, and a final story was read after which the SDS was administered as the post-assessment.

Barrett's TCAD as treatment generated differences only with the Activity factor of the SDS. The protagonist-antagonist variable accounted for significant differences on the five subscores of Protagonist Evaluative, Protagonist Potency, Protagonist Activity, Antagonist Evaluative, and Antagonist Potency. There was no significant difference for the Antagonist Activity subscore.

Each of the SRARR subscores was correlated with at least one of the POI subscores. Overall Vocabulary was most often related to the POI subscores. This seems to indicate that a broad vocabulary would reflect or predict a good self concept.

There was no significant difference between high and low self concept subjects on the six subscores of the SDS. Significance was determined for $p \leq 0.05$.

In relationship to other research in the literature relative to nondisabled readers, the study confirmed the position that nondisabled readers possess more of the characteristics of the self-actualized or high concept person than do disabled readers. However, there is need for further research to determine the efficacy of the TCAD as an instrument for raising reading levels.

RESPONSES OF FIFTY-NINE BLACK COLLEGE FRESHMEN TO SHORT STORIES BY BOTH BLACK AND WHITE AUTHORS

Order No. 7810477

LOTCHIN, Phyllis Jo Morris, Ph.D. The University of North Carolina at Chapel Hill, 1977. 100pp. Supervisor: R. Sterling Hennis

Since the publication of Richards' Practical Criticism in 1929, there has been a growing body of knowledge on response to literature. The aim of the research in this area has been to determine what kinds of responses are made to literature and what factors influence these responses. This research has been important in the same way that information about cognition has been significant. Richards found that when his students were denied the crutch of author and title, they had great difficulty analyzing a piece of literature on its own terms. He also noted that the kinds of responses made to the various pieces of literature were wildly disparate, even from the same reader. In other words, the same piece of literature says different things to different people in a very fundamental way.

Since the publication of Richards' work, general agreement has grown among researchers in this area that when a person reads, what results is an interaction between what the book says and those determinant factors brought to the literature by that particular reader. People respond to literature in individual and selective ways. The task for the research done on response to literature has been to help educators understand where each student begins and why, for him, that is the starting point.

The research in the present investigation sought to further this understanding by testing the influence of yet one more variable on the way in which people respond to literature. The focus for this particular study was the responses made by a randomly selected group of fifty-nine black college freshmen following their reading of two short stories by both black and white authors or with both black and white characters. It was hoped that, as well as adding to the growing body of knowledge about response to literature, this study would also speak to the question of teaching black literature in the schools.

To accomplish this task, three hypotheses were tested:
1. Students will make a significantly greater percentage of interpretive responses after reading stories written by black authors than they will after reading stories written by white authors when they are unaware of the race of the authors.
2. Students will make a significantly greater percentage of interpretive responses after reading stories which most reflect their own experiences, i.e., stories with black characters, than they will after reading stories with white characters.
3. Students will make a significantly greater percentage of interpretive responses after reading stories written by black authors than they will after reading stories written by white authors regardless of the race of the characters.

Five short stories were chosen, two by white authors and three by black authors. Each of the fifty-nine students was asked to read two stories, without benefit of title or author, and to respond to each in one page. Each student was asked to read one story by a black author and one by a white author or one story with black characters and one story with white characters.

All response protocols were then divided into statements, which were coded by three independent coders according to categories set up by Purves (1973). These categories correspond to those used by Squire (1956) and others in previous studies. The categories are (1) engagement-involvement, (2) perception, (3) interpretation, and (4) evaluation. After the independent coding had been completed by all three coders, each statement was given a permanent category number dependent upon agreement by at least two of the coders. Agreement between at least two of the coders was 97 percent; agreement among the three coders was 51 percent; 3 percent of the statements were discarded because no agreement was reached.

From these final category numbers, percentages were figured for each category and a profile was determined for each protocol. The percentages of responses in the category labeled "interpretation" were then used to test the hypotheses posed above. T-tests were run on the data. The differences were not significant at the .05 level.

Other factors that were tested for significance were high or low Verbal SAT scores, the level of difficulty of the stories, and the unique demands of the individual stories. In all, no observable effects on response to literature were isolated in the present study.

THREE MODERN INTERPRETATIONS OF METAPHOR WITH IMPLICATIONS FOR THE TEACHING OF LITERATURE IN SECONDARY SCHOOLS Order No. 7808617

MUKHERJEE, Gaitri Hena, Ph.D. Harvard University, 1977. 159pp.

This paper addresses itself to the gap that exists between literary theory and the teaching of literature, focussing on the teaching of poetic metaphor. Three modern interpretations of metaphor provide the nucleus for the investigation: the emotive theory as presented by I.A. Richards, the interaction theory by I.A. Richards and Max Black, and the controversion theory by Monroe Beardsley. The examination was expected to yield certain general principles that would help the teacher organize his teaching.

Metaphor was selected not only as an illustration of the theory-practice problem but because an understanding of the nature, structure and function of metaphor is seen as essential to literary perception. An ability to grasp and explicate metaphorical meaning can be said to be synonymous with the ability to understand and interpret poetry.

Philosophical and literary techniques of analysis constitute the chief ways in which the investigation was conducted. In part I, the characteristic features of each of the three theoretical approaches selected were first described; following this, the notion of meaning the theory is based upon was examined; next, the ways in which the theory could help readers recognize and interpret metaphor were studied; and lastly, a poem was analyzed using the guidelines the previous sections had yielded.

Part II describes and comments on the writer's classroom experiences while teaching poetry over a two-and-a-half month period to 135 Form Five pupils (average age – 17 years). The emotive, the interaction, and the controversion theories were discussed, in that order. Guidelines drawn from these theories were formulated and presented to pupils who used them in turn to interpret poems orally. Using one approach at a time, pupils then responded in writing to London by William Blake. The three sets of written responses were compared with each other.

It was found that the approaches demanded different kinds of responses to the poem. The emotive approach seemed to trigger off personal reminiscences while the interaction and controversion appeared to indicate that only a close reading of the text would yield its meaning or meanings. The theoretical analyses of the three approaches together with the oral and written responses of pupils seemed to indicate the following conclusions. The emotive approach is best used in the case of poems that are slight in theme and meaning but seem to evoke strong and emotional personal responses. The interaction and controversion approaches, however, are most helpful in the reading of poems which rest on multiple, intermeshing facets and levels of meaning. It is reiterated, however, that literary theory is not to be seen merely as a source of specific guidelines but as a resource that helps the teacher to conceptualize the field he teaches.

A CRITICAL CHRONOLOGY OF SPECULATIVE FICTION FOR YOUNG PEOPLE Order No. 7804439

PATTOW, Donald Jon, Ph.D. The University of Wisconsin-Madison, 1977. 168pp. Supervisor: Professor David C. Davis

Speculative fiction has become one of the most popular literary genres among young people, especially in American community/school collections. Advocates claim that, besides providing appealing reading, speculative fiction can develop imagination, help prepare young people for a rapidly changing future, and even contribute to the prevention of a third world war.

Assuming that literature can and does affect readers, especially young readers, a major assumption in the study is that literature written about the future will not only affect young people's perception of the future but will also affect their behavior in that future. This study, then, is an historical-descriptive analysis of speculative fiction for young people, assessing the various attitudes and projections of the future. The primary emphasis is on availability, attitudes, and selection for school collections.

The study uses a chronological time line, beginning with the precursors of speculative fiction (Plato, More, Bacon, Lucian, Godwin, Swift, Shelley) and emphasizing the early appearance of surprisingly consistent motifs (e.g., the relationship between social concern and scientific thought, alien races, mad scientists, Frankenstein). The study then traces the development of the genre through the nineteenth century, where juvenile speculative fiction emerged from mainstream speculative fiction as a distinct though related genre. The form picked up several significant motifs (forecasts of war, prophecies of doom) and, after being popularized by Verne and Wells, entered the twentieth century with an ambivalent attitude toward the future.

After two world wars, Sputnik, and the atomic age, speculative fiction for young people clearly has moved from a primarily utopian/optimistic vision of the future to a primarily dystopian/pessimistic futuristic vision. Even the usual optimism of Tom Swift was dampened by world events. For every uplifting novel by Sylvia Louise Engdahl there are a score of works (by Andre Norton, Alexander Key, Robert C. O'Brien) that emphasize the dark side of human nature and that predict mankind's fall.

Since not all pessimistic literature is stagnant (or degenerative), one major problem for teachers and those responsible for selecting material for school collections is to differentiate between a healthy pessimism that encourages resistance to dehumanization and despair, and an unhealthy pessimism that implies that even resistance is futile. While it is certainly not the intent of this study to simply dismiss all juvenile speculative fiction that is pessimistic, many works do characterize the future with an undisguised disgust--and, as Erik Erikson has pointed out in Childhood and Society, "disgust hides despair. . ."

This study does not attempt to reach specific conclusions about the possible effects of speculative fiction on young people. Hopefully, the study raises important questions about a genre that has yet to attract serious critical attention, a genre whose main thesis is that the second coming is close at hand--a coming whose vision is closer to William Butler Yeats and Hieronymus Bosch than to the book of Revelations.

KOHLBERG LEVEL OF MORAL REASONING OF PROTAGONISTS IN NEWBERY AWARD WINNING FICTION
Order No. 7808830

RIHN, Bernard Anthony, Ph.D. Stanford University, 1978. 137pp.

Lawrence Kohlberg's work on moral reasoning suggests that children comprehend solutions of moral dilemmas which do not exceed the child's highest stage of moral reasoning. A similar situation could exist for the 10–13 year old reader of fiction. Perhaps a child would be a "happier reader" when reading fiction where the moral reasoning of the protagonist was about the same or not far in advance of the child's highest stage of moral reasoning. Prior to investigating the above hypothesis, it is crucial to determine whether judgments of the moral reasoning of protagonists can be given in a reliable fashion.

The purpose of this study was to investigate how the nature of a passage and the characteristics of a judge act jointly to influence the assignment of a "stage of moral reasoning" score to the solutions of dilemmas faced by protagonists in Newbery Award Winning Fiction.

Twenty-one judges read twelve randomly selected Newbery Award Winning books. Judges evaluated the stage and level (Kohlberg scale) of moral reasoning the protagonist used to resolve his moral dilemmas. (Moral dilemmas for each book were identified in a prior study.) Judges were trained either informally or in a performance based approach. Books were classified by Era (Pre 1949 – Post 1949), Author's Sex (Male – Female), and Protagonist's Sex (Male – Female).

Judges performed evaluations reliably over all books irrespective of training or judge's sex. Books and Items in Books accounted for the major portion of the variance, typically between 80–88%. Books written after 1949 contained dilemmas which were resolved at higher stages of moral reasoning than books written before 1949. Male authors included dilemmas which were resolved at higher stages than dilemmas written by female authors. Male protagonists resolved dilemmas at higher stages than female protagonists. Fixed effects for Books accounted for only about fifty percent of the total variance. The predictable variance was no greater than the unpredictable variance. As a consequence, effects found for Era, Author's Sex, and Protagonist's Sex are valid only for this sample of books. The data suggest that the following factors might be useful in future research: (1) Adventure Story vs. Fantasy; (2) Age of Protagonist; and (3) Dilemmas involving only the protagonist vs. Dilemmas involving family or community.

The method used for training judges in this study is stable enough to be replicated on another sample of books. The books used in this study are well defined and could be used in a future study matching the moral reasoning level of a child with the moral reasoning level of a protagonist.

TRADITION AND CREATIVITY IN THE STORYTELLING OF PRE-ADOLESCENT GIRLS
Order No. 7805583

TUCKER, Elizabeth Godfrey, Ph.D. Indiana University, 1977. 564pp.

The study of children's storytelling has just begun to develop as an area of folklore scholarship. This dissertation examines the narrative repertoires of two groups of pre-adolescent girls in Junior Scout troops: one in the academic community of Bloomington, Indiana, and the other in the neighboring town of Ellettsville, Indiana. Each of these groups represents a distinctive adaptation of traditional form and content to the exigencies of social function.

Contrasts in the form and content of the two groups' stories, as well as their organized and spontaneous play, are analyzed in relation to the different standards of child-rearing in the two communities. Certain broad differences emerge from comparison of the narrative repertoires: greater interest in frightening local legends and "stories from books" among the Ellettsville girls, and more enthusiasm for "nasty stories" and jokes based upon linguistic tricks among the girls of the Bloomington academic community. The absence of nasty stories from the Ellettsville girls' repertoire is particularly illustrative of their parents' insistence upon proper behavior, in contrast to the encouragement of exploratory self-assertion by the Bloomington girls' parents.

The dramatization of favorite stories yields significant data concerning young girls' concepts of everyday life and the supernatural. The choice of certain stories for dramatization, as well as emphasis upon particular characters and actions within the stories, is indicative of the girls' interests and creative propensities. Frightening figures, such as monsters and maniacs, are generally the center of interest. Supernatural legends tend to be taken seriously, while "funny-scary stories" are more open to imaginative alteration and elaboration.

Seances and other supernatural "games" provide evidence of pre-adolescent girls' eagerness to probe the boundary between the familiar and the unknown. Attempts to summon spirits or mass-media monsters, such as Frankenstein and the Mummy, represent a need for experimentation with extra-normal manifestations. Strict rules of communal concentration and quiet add to the dramatic tension of the seance, which has maintained its appeal for American children over a relatively long period of time and a wide geographical area.

From dramatization and seances, in addition to storytelling preferences and styles, a pre-adolescent social type can be projected for the communities of Bloomington and Ellettsville and, more generally, for middle- and upper-middle-class communities in American society. "Child-centered" instructional methods and individual attention at home have led the girls of the academic community to believe in their own decision-making abilities. Their self-confidence and assertiveness are qualities that will be useful in later careers and activities. The Ellettsville girls, on the other hand, have learned to be docile, cooperative, and respectful. They have become accustomed to the role of women as homemakers and part-time employees, not professionals. These different expectations are of primary importance in young girls' acquisition of narrative competence and other forms of self-expression.

THE RELATIVE IMPORTANCE OF FOUR NARRATIVE FACTORS IN THE READING INTERESTS OF MALE AND FEMALE ADOLESCENTS IN GRADES TEN THROUGH TWELVE
Order No. 7810400

YODER, Janice Miller, Ph.D. The University of Iowa, 1977. 210pp. Supervisor: Professor G. Robert Carlsen

Four elements found in narratives were studied in order to determine their influence on the reading interests of male and female adolescents. The four narrative factors were sex of the protagonist, setting, narrative techniques, and portrayal of events.

Each of the four independent variables consisted of two categories, such as the sex of the protagonist or the closed/open nature of the setting. The factor combinations were incorporated systematically into 32 synopses of imaginary adolescent novels. Each synopsis was rated by 485 students, and the average rating was used as the interest value for the plot. The four factor scores (0 or 1 for each factor) were viewed as independent variables or predictor variables. The results were studied by simple correlation analyses in an attempt to estimate the relationship between each bipolar characteristic and the average interest score of male and female readers. Multiple correlation analyses were used to determine what combination of factors can most effectively predict interest value and to determine which factors contribute differentially to male and female reading interest.

. Several patterns in reading interests for the two sexes emerge from analysis of the data. 1. The sex of the protagonist tends to influence the reading interest of adolescents. For both sexes, it appears to be the most potent factor in determining reading choices, but it is less influential for girls than for boys. 2. Setting is a significant factor in determining reading interest for males, but not for females. Boys overwhelmingly prefer stories with physical setting that are open, outdoors, or moving from place to place. The setting factor is not correlated as highly to interest as is the protagonist factor, but it remains a stable and significant influence in determining the reading interests of males. 3. There is a pronounced relationship between narration techniques and reading interest for males. Boys respond to stories with much action and description of external actions. Girls, on the other hand, choose stories with introspective narrative techniques as often as they choose selections with descriptions of external actions. 4. Whether the events are presented realistically or imaginatively makes no difference to males and younger females. Older females enjoy selections that fantasize future roles and relationships more than the younger girls do. 5. Girls' reading interests are less predictable than are boys' interests. The females show more variability in their reading choices, and they often rate stories as being more interesting than males do. The appeal of a book to males is fairly predictable, with three of the four factors significantly contributing to prediction: sex of the protagonist, setting, and narration. Reading interests of females can be predicted most clearly by the sex of the protagonist, and to a lesser degree by the portrayal of events. 6. It appears from the results of this research that the difference in interest of the plots to males and females is highly predictable from the four factors selected for study. All four factors contribute significantly in predicting differences in a novel's appeal to male and female adolescents.

Copies of the dissertations may be obtained by addressing your request to:

University Microfilms International
300 North Zeeb Road
Ann Arbor, Michigan 48106

or by telephoning (toll-free) 1-800-521-3042